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SOME EDUCATIONAL  
PROBLEMS IN CHINA

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CANTON CHRISTIAN COLLEGE

CANTON CHINA



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# Some Educational Problems in China

TEACHERS COLLEGE ALUMNI CLUB

SEVEN YEARS WITH BOYS

W. SZ-TO

SPECIAL PROBLEMS OF CANTONESE SCHOOL GIRLS

FUNG HIN LIU

THE EDUCATIONAL MOVEMENT IN CHINA

K. M. WONG

SOME SCHOOL ADMINISTRATION PROBLEMS

H. B. GRAYBILL

MY GRAMMAR SCHOOL EDUCATION

A HIGH SCHOOL SENIOR

Canton Christian College

Canton, China

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# Some Educational Problems In China

The number of people interested in China's educational problems is large. One is surprised at the large number of visitors who come to enquire about this or that feature of the work. Some have "come from the ends of the earth". The number of Americans and Europeans resident in China and devoting their entire time to the subject is probably to be reckoned somewhere beyond the thousand mark.

Alumni of Teachers College, C. U., are in many places the leaders among the younger generation working upon these problems. There is, fortunately, an ever increasing number of Chinese men and women among these. Those alumni at the Canton Christian College have kept at these problems and found many opportunities to help toward solutions.

## TEACHERS COLLEGE ALUMNI CLUB

In October a Teachers College Alumni Club was formed. The Chairman is, quite appropriately, Mr. K. M. Wong, M.A., who has been for some years the representative occupying the chair supported by Teachers College, the Teachers College Professorship of Education in China. The Secretary is Mr. H. B. Graybill, M.A., who was the first T. C. man to come to this work.

Mr. Y. C. Kwan, B.S., of Columbia and Teachers College, is in charge of the Translation Department of the College work and at the same time editor of the College Magazine which is published in Chinese and is devoted especially to educational matters. The result of this combination shows itself in many translations of good educational articles.

Mr. I. C. Lam, B.S., has been appointed by the College as Principal of a large school for Chinese boys in Singapore. This school, supported by the Chinese there and managed by the College, is an attempt to solve some of the unique problems of Chinese education among emigrants who on a foreign soil find it next to impossible to master their own language and come into their native cultural inheritance. The College is planning a special fitting school for children of emigrant Chinese on its own grounds also. Mr. Lam took with him a staff of nine men from Canton on his second trip to Singapore this winter, of whom three were graduates of C. C. C. Middle School.

Mr. W. K. Chung is working with other friends of the College in the Straits Settlements and neighboring islands to interest prominent Chinese there in the education of these expatriated boys and girls and in the support of schools in China.

One result of this work has been the gift of a central building for the "Primary Village". Mr. W. Sz-to has lost not a whit of his enthusiasm since he returned from America, and now has his 120 little folks in their little "school-homes". There is now a little home for each class except the lowest, for which we have not yet money enough. Each cottage has its bed room, dining room, classroom, bath room and teacher's bed room. Some parents are quite convinced that here is the solution of some of their educational problems.

Miss F. H. Liu, M. A., has made headway in the girls work, but finds China still a long way from enthusiasm about educating women or using them in educational work.

Her sister, Miss F. Y. Liu, M. A., now Mrs. Folk, returned last fall, was married here at the College, and is now keeping house and teaching domestic chemistry and other subjects in mission and government schools in Canton City.

Mr. A. R. Knipp, B. A., B. S., is struggling with problems of physics teaching and with those of athletics for Chinese students.

Mr. Graybill, who shares with Mr. Wong the courses in Education in the College, is working with the Committee of Middle School Principals upon some of the problems of mission schools in Canton. He is working also on special methods and texts for the teaching of English to Chinese students.

Mr. Wong is planning a revision of his Chinese arithmetic books, aiming to adapt them still further to meet the difficulties peculiar to work in Chinese schools.



# SEVEN YEARS WITH BOYS

W. SZ-TO

PRINCIPAL OF THE ELEMENTARY SCHOOL

It is more than a joy to recall the seven years which I have spent living and working among small boys and girls in the Elementary School of C. C. C. All these years have been fruitful years, and each year has made me realize more and more that such work will help our country to meet her greatest crisis, and I have never before felt such happiness in it. I have never regretted that I have entered into this work. I enjoy greatly being called the "Head of the Kids".

Our boys and girls are growing, full of vigor, play, and laughter. It is hard to find two moments in which they are doing the same thing. Many of our children came in weak and pale, but you ought to see how their parents smile now as they look at them, though the children are brown and have blisters on their hands. A large number of our former students have now been promoted to the Middle School. Some of them are now taller and bigger than I am. Many subjects, I think they can teach me. One thing at least I am sure they can teach me and that is foot-ball.

Our school is very much like a nation. The different classes are the provinces. Our total number is not more than a hundred and thirty, but there are so many different types—some big and strong, others weak and little; some quick minded, and mischievous, others slow and steady. Oh, they are of many types! Some naturally follow one line, some another. They choose different companions, helping each other and defending each other. Some group themselves into parties for a certain enterprise and are willing to give up all other things for it. There are naturally some heroes and heroines, and there are also leaders in mischief-making. As there are many different kinds of people in a nation, so there are different kinds of children in our school.

They have their own customs and form their own rules. Special kinds of talks are being used and special kinds of signs and cheers are adopted. Certain caps and clothes can be used only by runners and winners in games. Our boys are different from children of other schools. It is interesting to see how they are governed by their own rules and laws. You would be moved to see how sympathetic they are towards those poor brothers in their community who are being punished.



As I am supposed to be their "president," I talk to our little "citizens" about the war, the food problem, Red Cross, and the Boy Scouts in America, their work and their aims,— "a Scout feeds a soldier"—and their securing of \$20,000,000 in Liberty Loans. Then I command them to work hard on our gardens and they respond very naturally. The result is that this year each boy or girl produced on the average 40 lbs. of vegetables from his own garden beds.

Our boys and girls want to be sympathetic with the soldiers now fighting in Europe and all over the world. They want to know what the life and activities of the soldiers are like, so they are all fond of camping and cooking on our hills.

Our boys and girls start many activities among themselves. At first just one or two start a game such as "shuttle cock", then more and more follow and finally the whole school joins in. After a certain period of time this game gradually grows old and another kind of game is introduced or invented. I always like to call this their "Nation-wide Campaign". We have two charts to record all such "campaigns". It is interesting to note how one follows the other and how they over-lap each other. The summer games differ from the winter games and the games of the wet season from the games of the dry. They have now introduced from thirty to forty kinds of games, all of their own making or choice, some of which are very fine. After two years of experience we can now suggest all the very best ones that they have introduced or invented to take the place of poor ones. What I mean by the poor ones are those which involve cruelty to animals or insects, as "fighting crickets," etc.

Our "citizens" are active and resourceful. Whatever activities are going on in the Middle School or College, our children imitate. They even like to give nick-names to their best runners or foot-ball players after the nick-names of older students in the Middle School or College. Of course everything in our school is done on a smaller scale as compared with the Middle School or the College. Our boys run a small store for selling playthings and other necessities such as stamps, envelopes, writing paper and simple baskets and hammocks made by the boys. Each share holder gets \$2 as profit on his \$5 share.

We also run a weekly paper which we call in English "Children's Echo" and we have already issued eighteen numbers. But it is not the kind of paper you would expect. It is not printed, but is copied by hand. Each student copies a part and all the parts are finally connected up and pasted on a long piece of paper 3 x 9 feet, then posted up on a long blackboard. Twelve boys are copyists, ten boys are reporters, one teacher acts as editor-in-chief and others write for the paper. We have different departments such as foreign



news, local news, stories, war stories, simple science, art, jokes, and funny pictures. Saturday afternoon at two, all little heads are crowded around the board to read the paper. The most popular sections are at the end where the stories and funny pictures are.

The most important thing to a worker among children I now wish to mention. Our school is like a family. Though we have many surnames and are from many different parts of the country, yet we are all of one family. Girl teachers are older sisters and men teachers are older brothers and all the rest are the younger ones of the home. Singing, walking, eating, "roaming all together in all kinds of weather", we are just like one big family. Yes, many a time when we have punished some guilty one, he or she would come back in about half an hour and "hang around" as if nothing had happened, so good natured are the little ones. We used to have a number of stealing cases, but this year we have had almost none. And our children try hard not to tell a lie. I find that a direct, quiet and brotherly talk proves to be most powerful and useful.

In addition, I want to say a word about the parents of our children. I have had great opportunities of studying heredity. Some of the parents have been for many generations scholars, doctors, farmers, officials, while still others are newly successful in business. There are some, too, who are descendants of great business men and now are enjoying and living on the profits that their forefathers have handed down to them. It is pretty nearly true that good trees will bear good fruit and bad trees will bear evil fruit. So our students need help and guidance in many ways. Whatever they need, they are getting the benefit of our school. Everyone of the parents respects and appreciates our work. So we feel that it is the greatest honor and privilege to be able to work for these children and for the future of our country.

# SPECIAL PROBLEMS OF CANTONESE SCHOOL GIRLS

FUNG HIN LIU, M.A.

PRINCIPAL OF THE GIRLS' SCHOOL

Some of my experiences since my return to China reveal interesting facts regarding women's education in Canton to-day. In the minds of the majority of parents ability to read and write is sufficient education for girls. While they are willing to make great sacrifices to send their sons to the best schools they are not willing to make half so great ones for their daughters. It is necessary to equip the boys with the best education for the struggle for existence, but it is not so with the girls. Parents who send their sons to the C. C. C. and pay their full fees come to me again and again to apply for scholarships for their girls. When they are told that no scholarships are available the answer invariably is, "Well, we are sorry we must send them to a cheaper school. Boys must be equipped to earn money to buy rice so we sacrifice everything to keep them here, but this is not so with the girls. They will be supported. Many girls want to come to your school but you must lower your fees."

It is encouraging, however, that the brothers are eager for their sisters to get as high an education as they themselves are getting. One of the self-supporting students gave his whole summer's earnings to help his sister in the Girls' School this year. Another is contemplating staying out of school to earn money to keep his two sisters in school next year. Many have brought their parents here to see the school to show them the advantages of making sacrifices to give their girls a good education.

The girls themselves are very ambitious. Many girls have come to me and have written me letters asking me to assist them in finding work to help support themselves in school. Tears fill their eyes often as they tell me of their eagerness and willingness. In the government schools one often finds grown up women of twenty-five or more grinding away at their books in the third and fourth grade along with little girls. There is one student in the first year class of our Girls' School who is twenty-four years old and has a little two-year-old daughter. She is doing good work. Her husband, who expects to go to England to study medicine, is just as eager for her to get the education as she is herself. Many young married women have applied to come to our school. One as old as thirty-five



who has five children tried repeatedly to persuade me to admit her.

Parents consider it their duty to make matches for their girls when they are about sixteen and marry them when they are eighteen or twenty. With the exception of those from Christian families all the girls have hard experiences in their struggle to dissuade their parents from making matches for them. Early marriage is one of the chief obstacles to overcome in the education of women in Canton at the present time.

Parents and children have different ideas and are not in sympathy with each other. The younger generation is in danger because of misconception of modern customs and western ideals. It was a hard task for me to convince a girl of the wisdom of proper chaperonage. To her mind traveling with young men and going out in the evenings unchaperoned were western customs. Last year my suspicion was aroused by the frequent letters one of the girls was getting from the same person. The girl was not more than sixteen years old, and apparently very modest and quiet. I could hardly suspect that she was getting love letters. Still, I sent for her to come to my room. As soon as I asked her from whom she was getting those letters she broke down and said, "Miss Liu, if you promise me that you will not let my parents know I will tell you all about it. My parents would take me out of school if they knew this and marry me to a worthless young man who is very rich." I told her that I loved her enough to do what would be best for her, so she continued her story. Her parents are very rich. Her father has several wives and wants to marry her to the son of one of his friends. But this girl begged him to send her to school and she promised to remain single all her life to help him to take care of his property if he would do so and not marry her. Since then she had fallen in love with a poor young student who visited her family occasionally. "Miss Liu, we are not frivolous lovers. We are patriotic ones. You may read our letters. We write about high ideals and ideas. We want to help each other so we may be able to do some great work for China. We will not be married until we both have finished our education. You know the kind of parents I have. They do not understand. They would take me out immediately and marry me to this useless man who has nothing but money." Her story was pathetic. Knowing the situation in her home, I advised her to write to her friend only occasionally and as a friend only. We talked for over an hour before she agreed to follow my advice. Chinese girls are passing through many hard experiences in this transition period. They need wise big sisters to help them to see things in their proper perspective.

Positions of big responsibility in the educational world are open to women. Of trained leaders there are hardly any to be found. Consequently women who are not properly equipped are

controlling the educational situation outside the Mission Schools. The principals of all the Girls' Schools in Canton almost without exception are women of the old type with a superficial knowledge of modern education. They are generally women between thirty and forty years of age. Under such leadership the education for women in Canton cannot be expected to have an entirely sound foundation.

The courage and energy of these women, however, show that Cantonese women when trained will become active and able leaders. For instance the principals of the two largest Girls' Schools in Canton are both married women with families of five or six children. They are able to deliver eloquent speeches and are always ready for any new enterprises. Last year as I entered Governor Chu's office, I found there two ladies and principals having an interview with him. One wanted a thousand dollars to enable her to go to the Eastern Olympic in Japan to study physical training for women. Her petition was granted and she left for Japan leaving at home her five little children to be taken care of by nurses. Another requested twenty thousand dollars to rebuild her school which was too small and old to accomodate her eight hundred pupils. The others wanted to install industrial departments in their schools to enable the poor girls to help themselves. As I listened to them I felt what great leaders they would be and how much they could do for the Chinese girls if they had a sound education, so that their reckless enthusiasm and unlimited energy would become far-sighted wisdom and well-controlled strength.



# THE EDUCATIONAL MOVEMENT IN CHINA AND SOME OF ITS PROBLEMS

K. M. WONG M.A.

## THE EDUCATIONAL MOVEMENT

China is an old civilized country in the Orient. For thousands of years she had an educational system sufficient and peculiar to her. It was only in coming into contact with the influences of the western civilization that she began to realize the importance of modifying her educational ideas and methods in order that she might gain her place in the onward march of nations. It was in 1905 that an imperial edict under the Manchu Dynasty was issued, abolishing at once her system of state examinations. A new system of public schools was then inaugurated under the newly organized Ministry of Education and modern education had its real beginning. Young men of ambition showed so much interest for the new learning that thousands of them went to near-by Japan to receive their education. About the year 1907 it was estimated that there were no less than 17,000 students studying in Tokyo alone. Great throngs of these eager students were also sent to study in the western countries, especially the United States, and according to Dr. Koo, the Minister at Washington, the number of Chinese students studying in America in 1915 was about 1400, including both private and government students.

With the installation of the new system of education, schools of the higher grades were established first, such as middle schools, colleges, law schools, and schools of foreign languages. This was done so as to provide immediately for the re-education of the old style scholars, generally quite too old to be taught in elementary schools. The establishment of elementary schools was, at that one time, regarded as of secondary importance, and China was building her new system of education from top to bottom. Educators in the country soon realized their mistake and immediately they changed their policy and directed their attention to elementary education. In fact, universal and popular education was taken then as the goal, for it was about a year or so ago that they specified a new name to the lower primary schools of four-year course as the "Citizen Schools": schools for all citizens to attend. Despite great zeal and energy put forth for the realization of this gigantic program of her national education, China has to face insurmountable and ever perplexing problems.

## THE PROBLEM OF UNIVERSAL EDUCATION

The problem of educating the great masses in China is not an easy one when we consider the teeming population of the country.



China has the tremendous population of 400,000,000 people. In England and Wales with a total population of 36,070,492 there are 7,004,007 elementary pupils, while in America with a population of 91,972,266 the various states provided elementary education for 19,153,786 children ; and this quite agrees with the generally accepted principle of educational statistics that the number of pupils of school age of any nation is about one-fifth of the whole population. With this as our basis of calculation there are at least 80,000,000 pupils in China who need an elementary education. Allowing 40 pupils in one school taught by one teacher there must be two million schools and an army of teachers of equal number in order that every child of school age may be educated. What a tremendous problem it is when we think about these figures and what a brain and talent we must have to solve it.

What is the present situation in China regarding the education of her masses ? According to the report in the China Educational Directory of 1917 there are only 3,485,807 children receiving this elementary education at the hands of the state and the number of schools both primary and higher primary is 106,655. China has certainly fallen short of her educational program.

Even if the government were able to open schools in sufficiently large number for all children in the country there would still be other difficulties to be taken into consideration. The unwillingness and inability on the part of some parents to procure educational advantages for their children is found in all civilized countries, no matter how efficient their systems are, and this is more so in China. Consequently we find that the compulsory education law is enforced and that child labor is prohibited in most of the western countries. In China poverty is found everywhere and a great many people are living from hand to mouth. Children are driven to work when they ought to go to school. Therefore the educational problem is also an economic problem and unless the economic conditions of the people are improved universal education will be a failure. This reminds us of a wise saying by one of our old teachers that it is only when the people are well fed and clothed that they will have the sense of respect and shame.

The lack of inducement and incentive in the new system of education is another obstacle toward universal education. According to the old state examinations government degrees were conferred upon the successful competitors and these degrees not only gave the holders high official standing but they were also requisite in seeking official positions. In other words, the old state examinations were a kind of civil service examinations. To be able to pass these examinations and to obtain these much coveted degrees was the sole aim of an academic life and it was a common thing to find scholars well advanced in age still trying to pass the examinations even for



the first or bachelor degree. After the abolishment of the old examinations the same old degrees were granted to the graduates of schools according to their different grades and similar degrees were also conferred upon returned students from abroad after being examined and we find in existence the title of "foreign doctorate" as distinguished from an ordinary doctorate.

During the period of transition from the new to the old such steps taken by the government were justified in order that the new schools might be more attractive to the people, as they did not as yet understand the meaning of universal education. After the new system of schools had been sufficiently well under way such grants of degrees to the graduates of schools were cancelled by the action of the government. The people must be taught that education is not only for glory nor only a business proposition but it is the duty of every citizen. The idea of changing the name for lower primary schools to "Citizen Schools" is meant purposely to teach the people this new idea of modern education. This revolutionary idea is very slowly getting into the mind of the people and some are still asking the question why they should send their children to school.

#### THE PROBLEM OF FINANCE

The first difficulty we meet in the problem of financing the schools in China is the unwillingness and inability of the government to devote a sufficiently large sum of money for this purpose. To quote from the Educational Directory, "According to the Budget for the Fifth Year of the Republic (1916) out of a total annual expenditure of \$472,838,584 the sum of \$5,008,836 was assigned for education in the country." In our province of Kwangtung of over 30,000,000 people with an annual income of \$35,000,000 approximately, the small sum of \$850,000 is given for educational purposes. Owing to the unsettled conditions in the country, large sums of money are paid for military purposes and the government has scarcely any spare time and money for the matter of education. In America the amount annually raised for the support of public education is equivalent to \$4.45 per capita, or, in terms of the number of pupils in average daily attendance, \$31.65 per capita. Estimated in terms of population in accordance with America, China should spend an annual sum of \$1,600,000,000 gold for education.

To make the conditions better two things are necessary. First, the government must be convinced that it is to her advantage in the long run that the amount spent on educational purposes must exceed any other item of expenditures and second, there must be created a better system of taxation.

Beside the support given to schools by the government there are many schools in China supported by the public family treasury



in the villages. We have learned how much the people were interested in the state examinations under the old system. It was natural under such circumstances for the family to set aside certain definite portions of their public treasure to be awarded to the degree holders who were members of their own family. By so doing great encouragement was given those of the family who would try for the state examinations so that they might win honor and fame for the family. The amount for the reward, of course, varied according to the wealth of the different families. In one village of this province a first-degree man (Bachelor) received a sum of about \$1000 and a third-degree man (Doctor) over \$10,000. With the abolishment of the old state examinations such grants are, of course, not given any more and many of them have been turned into the support of schools. But owing to the lack of interest for the new education not all people show the same generous attitude toward schools.

Another thing that seems to obstruct development of the schools is the lack of private gifts by the people in general. As we all know Chinese people are very strong in their family ties. It is not uncommon to find sometimes three or four generations living under the same roof. They hate to see the family broken up and so it is the object of each Chinese to work as hard as he can in order that he may leave large sums of money to the family after his death for its perpetuation. This does not mean that Chinese are selfish and are not willing to give at all toward supporting any public institution, but they simply will not give to the point where they will have to give up everything, which is commonly found in American people. However, this old family idea is gradually passing away and many people are giving very generously toward the support of schools. We find this true in two of our friends of the College, who have given to the College the policies of their life insurance.

#### THE PROBLEM OF TEACHERS

The problem of training teachers is not only the problem of quantity but the problem of quality as well. The need for more teachers is urgent but the need for better teachers is still more pressing. With the establishment of the new schools it has been and is now a great problem to find enough competent teachers to fill the places in the schools. Naturally the supply of teachers is found in the old style scholar who know only Chinese classics and composition but have no knowledge of the new and modern methods of teaching. The old style teachers are generally very conservative and are exceedingly slow in giving up their old ideas and methods. In Canton a Summer Institute is held annually under the auspices of the Christian Educational Association of the province to improve the conditions of the teachers engaged in the work of the Christian schools, but very little result is obtained from the old style teachers.



In western countries many women teachers are employed in the primary schools. In fact, their number sometimes exceeds that of the men. The percentage of women teachers in the United States is 78.6 while that in Canada goes up as high as 82.9. It is, of course, easy in these countries to obtain women as teachers since the social and economic conditions are so favorable for them to do so. Now in China we find an entirely different situation. Women, according to our old ideas and custom should confine themselves to their homes and are not supposed to make their appearance in public. They generally depend upon either their husbands or their sons for their living. Consequently we seldom find women in China unmarried as it is commonly found in America. There is another superstitious reason why all Chinese women are leading married lives. It is commonly believed that if a woman does not get married her spirit after life will have no one to take care of her. Furthermore women are not supposed to be educated, for we have an old saying that it is the virtue of every woman to remain uneducated. With all these social and economic conditions peculiar to our Chinese people we find very few women become teachers. There are, however, a few women teaching in the girl schools but almost none teaching in the schools for boys.

The professional spirit of teaching is lacking in many of our teachers, for teaching was thought of in the olden times as a very noble work and not for the sake of earning a living. The salary paid to teachers is called "Sausage Money", which means a sum given to the teacher by his student to buy the most unnecessary part of his food. Even our Chinese teachers in the College do not like the idea of going personally to the College Bursar to draw their salaries. Of course we should value the high esteem and respect given to the work of teaching by our old tradition but as teaching is put on a larger scale with a big system of schools we should take a wider point of view and have a correct attitude toward our profession.

# SOME SCHOOL ADMINISTRATION PROBLEMS

H. B. GRAYBILL, M.A.

PRINCIPAL OF THE SECONDARY SCHOOL

There are many unsolved problems in a principal's office in China. Some of them seem very simple. A new student says he is sixteen years old. But if he was born in the twelfth (or in some years it might be the thirteenth month) he was said to be a year old all that month, and the beginning of the next month found him two years old. So my sixteen-year-old student may be anywhere from fourteen to fifteen or even sixteen.

Again he may say his name is Leung Cheung, and when you insist that that is his brother's name, he will write it to prove that they are not the same, in Chinese. Or the difference may be recognizable in the tone, though not in the phonetic pronunciation or spelling. The frequent changes of names constitute another difficulty. We have had to prohibit a change while in the school. It is, however, an old custom, with the usual good reason at its root, to take a fresh name and make a new and better beginning. A boy who left the school in great anger, came back after a few years and was readmitted under the name Lei "Got Patient".

A simple fact causes such complications that one is easily convinced that the future will see a complete revolution in the Chinese language. All records, papers, schedules, and whatnot in Chinese must of course read from top to bottom and right to left, but whatever is put in English, in romanized, or in Arabic figures must be read in almost exactly the opposite way. This creates a situation that is in a degree symbolic of the conflict of cultures that China experiences when she unites in her education as she now does, her former culture with Western methods and material.

The principal in China finds discipline with the individual student very simple, but when he has to reckon with them en masse he finds his problem peculiar. Chinese boys differ one from another, very much as American boys do : some are white and some are almost black, some are tall and thin and some are short and fat, some dive like ducks and some will not go near the water, some love mathematics and some are natural artists and even musicians ; but when something is at stake and a common enemy is discovered, they act as a single individual, and at that, one who has suppressed his individual reasonableness and natural impulses and is absorbed in the common purpose.

The conservatism of the Chinese has been one of their saving virtues. Whatever we may say against it, it has preserved a wonderful civilization, and even in these moving modern times it is



still a factor to be reckoned with. A principal should always propose an innovation long enough ahead for it to become half-forgotten before it is to be developed. At first it seems all wrong and dangerous. But after a year or so it may be greeted as an old friend; no unfavorable reaction may result when it is brought forward. I am not sure that we should quickly change this characteristic if we could.

The modern learning is so new and the men of the older order are so little changed or educated up to the new that the "all around" teacher is rare. The principal, therefore, especially in government higher schools must employ a large number of teachers, each of whom does not carry a full assignment of work in this school. This adds to the expense and makes unity within the school difficult to accomplish.

One of the most important problems in this part of China now is that of establishing and managing grammar schools. Schools of primary grade, running up to about the fourth grade, and taught in pretty much the old way by old-style literati, but filling in a way the need for instruction in reading and writing, are found in almost every village. But the villages cannot as a rule afford to run a school of higher grade, say a grammar school. Nor do they know how. This grade of school demands modern books and teachers. The solution will probably come through the organization of consolidated schools, a school among several villages, which are often only a few hundred yards apart. But this requires some sort of administrative organization which does not at present exist. And it requires men who know how to administer such schools, and they also do not yet exist.

# MY GRAMMAR SCHOOL EDUCATION

A PAPER BY ONE OF THE HIGH SCHOOL SENIORS

IN THE NORMAL TRAINING CLASS

I did not receive any proper grammar school education except the year and a half which I had at this school. Before I entered here my education had many weaknesses. If I had come here earlier my physical development would have been much better. I should have formed many good habits; such as orderliness, cleanliness, etc. I should have learned more history, geography, science, and common sense. Even now in my school life I still feel the need of these things very much. How much more I shall feel the lack of them in later life I do not know.

Even in my grammar school education at this school there were some needs that I felt were not supplied. I wish to mention four of them.

The first is geography. I have felt the need of this every time I went back to Shek-kei. I always wonder which direction the boat is going. Even when I try to see and to find out the direction, I fail. Yet I am a so-called student, one who has studied the geography of China. Is it not strange that one who has studied the geography of his nation, does not know the geography of his own district? If I had been taken out on sailing trips by some teacher when I was in the grammar school and shown the routes on some of these rivers in Kwongtung, I should have learned much more geography than that learned merely from books in the classroom.

The second need I have felt is for manual training. From my own point of view it would be very important to be able to do some sort of work with hand and brain and with scientific accuracy. I do not know how to fix the broken chair in my room. I do not know what to do when my watch stops. My clothes may be torn, but I do not know how to sew. When I try to hammer a nail, I find my finger hurt. These are only a few of the many examples I have. I should be glad to learn in these few years printing, carpentry, and typewriting. I think manual training should include the kinds of work that daily need demands.

The third lack is for better manners. When I meet a stranger I do not know how to entertain him. I often feel excited while talking with the teachers or even with my own brother. I do not walk as well as I should. But there was no course in the grammar school which met these needs.



The fourth is the need for a knowledge of some good sayings or poems committed to memory. I only remember two poems which Mr. Tsang, the English teacher, taught me. These two were "The Blacksmith" and "Sweet and Low". I am glad that I know those two, but I feel that I could have learned more. The work in the high school and college is heavier, so the teachers in the grammar schools should make the students commit things to memory then.

These are four needs that I feel now. I may feel others later on. And there are now many others that I cannot take time to describe fully. Let me list a few: better appreciation of art and music, agricultural work, flower garden work, physiology, book-keeping, mechanical drawing, Boy Scout work, how to travel, interior decoration, buying and selling.



## A TESTIMONY

*From "The Hongkong Telegraph"*

"The task that the Christian College has set itself to do is a noble one indeed. To instil a spirit of pure patriotism and self-abnegation into the youth of China must seem a most formidable task even to those who possess but a superficial knowledge of the characteristics of the Celestial, but that it is on this basis alone that any real and lasting reform can be established is beyond question. Time alone can prove whether the efforts of these devoted teachers will produce success, but whatever the results may be all admiration is due to those who so unflinchingly set themselves to point out the way; the only way."

## IMMEDIATE NEEDS

Deficit Current Expense Account 1917-18	\$33,500
Working Capital	200,000
Endowment of Present Work	1,000,000
Building Funds	150,000

## SOME IMMEDIATE NEEDS IN DETAIL

Thirteen Professorship Endowments, each	\$60,000
Twelve Instructorship Endowments, each	25,000
Library, annually at present	500
Manual Training, annually	1,000
Physics Apparatus, Tools, etc., annually	1,000
Chemistry Apparatus, etc., annually	300
Geography, annually	200
Museum, annually at present	300
Land, annually at present	2,000
Electric Light Plant and Distributing Mains	25,000
Pier and Harbor	12,000
Roads and Other Improvements, annually	2,000
Science Laboratory Building	60,000
Science Laboratory Equipment	20,000
Two College Dormitories, each	37,000
A College Dining Hall	30,000
Five Residences for American Staff	35,000
Five Residences for Chinese Staff	35,000
Elementary School Cottage	4,000
Agricultural Building	20,000
Agricultural Equipment	10,000

TRUSTEES OF CANTON CHRISTIAN COLLEGE

156 FIFTH AVENUE, NEW YORK



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